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ABSTRACT

An overview is provided of the planning process used by Anchorage Community College (ACC), along with detailed plans for fiscal year (FY) 1986. Introductory material highlights the history of ACC and its projections for the future; and provides information on the goals and objectives, timeline, and annual cycle of the planning process employed at the college. Next, the mission statements of the University of Alaska and of ACC are presented. The third section identifies the objectives, services, and assumptions supporting three central college goals: (1) creating a student-centered learning environment; (2) making educational opportunities and successful experiences accessible to previously underserved populations; and (3) establishing educational partnerships with business, and public and private agencies. For each college goal, objectives for attaining the goal are outlined, services designed to achieve the goal are specified, and assumptions affecting goal achievement are presented. The final section discusses the processes used to review instructional programs and services at ACC. Appendices provide: a list of the members of ACC's Council and the Planning and Budget Team, an organizational chart for ACC, an FY86 planning process chart, and actual and forecasted enrollment figures. (HB)

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Anchorage Community College

PLANNING FOR THE EIGHTIES

Cycle 5

FY86

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PLANNING FOR THE EIGHTIES

CYCLE 5

FY86

Approved by the Anchorage Community College Council
March 21, 1984

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INTRODUCTION

ANCHORAGE COMMUNITY COLLEGE
WHERE WE HAVE BEEN, WHERE WE ARE GOING

From the growth stages of every community college emerges a common set of experiences--Anchorage Community College is no exception. The founding period, March 1953, is characterized by high morale among employees, construction projects for new buildings, and the development of programs as part of the pioneer spirit of the community.

The second stage of growth, a maturing one, followed the major earthquake of March, 1964, when a five-building campus was dedicated. With these growth stages came a need for more sophisticated approaches to planning.

Today, ACC has changed in many ways and remained the same in others. It is an urban comprehensive community college--not a junior college or a university. It serves over 11,000 citizens of the Municipality of Anchorage each semester, maintaining a close identity with the community by offering technical and continuing education programs in areas where a baccalaureate degree is not essential and by offering the courses common to the first two years of a baccalaureate degree. It maintains an open-door policy for admissions and focuses on the application of knowledge and the development of practical and basic skills, as well as general liberal arts education. In several highly specialized fields, ACC provides the only education service both at the ACC campus and via telecommunications and other nontraditional delivery systems for the entire state. As educational needs and environmental pressures change, so will ACC.

In June, 1982, the Board of Regents changed the status of ACC to a major administrative unit. This action recognized the impact of growth which had occurred and highlighted the need for increased local administrative control.

ACC's administrative and instructional staff has strained to keep up with recent enrollment growth and its elevated status. In specific areas, ACC does not have adequate staff to meet existing needs. In particular, attention must be paid to the general education program areas, facilities and staff in vocational and technical programs, and in the support services. ACC must continue to expand in order to serve the fast-growing Municipality of Anchorage.

A commitment to respond to these changes exists in our special mission statement. A stronger commitment must be demonstrated by the allocation of financial resources to insure responsiveness to growth.

PLANNING PROCESS FOR ANCHORAGE COMMUNITY COLLEGE

Anchorage Community College (ACC) is the largest single unit in the University of Alaska system in the number of postsecondary students served. ACC's mission is to offer flexible, supportive and accessible lifelong learning opportunities for adults in the Anchorage area, to enable growth in individuals, and to strengthen the community. ACC provides occupational educational programs for career entry and upgrading job skills; programs of transfer education; programs and courses for intellectual, cultural, social, emotional and physical development and enrichment; and opportunities for personal counseling and career guidance augmented by specialized services -- testing, tutoring, placement, and community and public service.

Each fiscal year the faculty, administration, and Community College Council establish specific goals, objectives, and program plans to implement ACC's mission. This planning is conducted under the leadership of the Director of Planning for ACC and involves the Instructional Advisory Council's Planning and Budget Team (members listed under Appendices) and operates within the policy framework established by the Community College Council (members listed under Appendices).

Institutional goals, objectives, and program plans are developed through a year-long planning process involving strategic analysis of ACC's current strengths and weaknesses. The database utilized in the planning process includes results of the previous year's program review process, enrollment forecasts, credit-hour production analysis by program, and analysis of support staff requirements.

The timeline and annual cycle of the planning process is as follows:

NOVEMBER. The Chancellor, Chancellor's Cabinet, and Planning and Budget Team of the Instructional Advisory Council review the database on ACC students and programs and formulate FY86 goals. The Planning and Budget Team initiate campus-wide discussion of the goal statements.

DECEMBER. The Instructional Advisory Council and Community College Council approve the goal statements. The Planning and Budget Team initiates campus-wide discussion of program objectives and plans appropriate to ACC's mission and adopted goals.

JANUARY AND FEBRUARY. Program objectives and plans are developed by faculty, staff, and administrators. The Instructional Advisory Council and Community College Council approve the finalized program objectives and plans.

MARCH. Goals, objectives and program plans are linked to the budget process. The Planning and Budget Team disseminates campus-wide instruction on budget preparation requirements. The Vice Chancellors in conjunction with their staff establish priorities for their respective program areas.

APRIL. The Planning and Budget Team reviews the program plans and budget requests submitted by the Vice Chancellors and re-evaluates program plans which cannot be met due to funding limits. The Planning and Budget Team submits its recommendations to the Chancellor, the Instructional Advisory Council, and finally the Community College Council.

MAY AND JUNE. The Community College Council conducts a public hearing on the FY86 program budget request. The Chancellor and Community College Council review and approve all program plans and budget requests. ACC's program plans for FY86 are published and disseminated.

JULY. An approved program budget is submitted to the Office of the President for the University of Alaska.

AUGUST. The University of Alaska's Board of Regents evaluates ACC's program budget request. Results of Board of Regents decisions are communicated to ACC faculty, staff, administrators, and Community College Council. ACC's Chancellor revises the program budget based upon the Board of Regents' recommendations.

SEPTEMBER. A revised budget is submitted to the University of Alaska's Board of Regents. The Board of Regents review and approve the revised program budget request.

OCTOBER. The University of Alaska's budget requests are submitted to the Office of the Governor for the State of Alaska.

ACC's FY86 planning process is graphically illustrated in the Appendices.

MISSION STATEMENT

UNIVERSITY OF ALASKA
MISSION

The primary mission of the University of Alaska is to provide for the public postsecondary educational needs of the citizens of Alaska. The University merges the traditions of the land-grant and sea-grant institutions as well as the traditions of the community college movement in focusing its instruction, research and scholarship activities on the educational, cultural, and developmental needs of the State and its peoples. The University of Alaska achieves its mission through a system of university centers, community colleges and extension programs.

Through its institutions, the University of Alaska supports and assists in the appropriate development of Alaska's natural resources, renewable and non-renewable, and in the development of its principle resource--its people. The large pool of talent--faculty, staff, and students--that makes up the University of Alaska is a resource available to all Alaskans.

The University's institutions seek to make higher education of the highest quality accessible to all who have the interest, dedication and ability to learn. The University has a special mission to make its educational programs accessible to rural Alaskans.

The University of Alaska serves not only as an intellectual resource for the State but also as a cultural resource. Through its programs in the fine and performing arts and the humanities, the University seeks to enhance the texture and quality of life in Alaska.

The University of Alaska is accountable to the people of the State for the quality and relevance of its programs and for the efficient and effective use of public resources.

The community colleges, the university centers, and the extension programs all share and cooperate in carrying out the overall mission of the University without extensive duplication. Each institution has a special complementary focus.

Adopted by the Board of Regents
January 20, 1983

ANCHORAGE COMMUNITY COLLEGE
MISSION

Anchorage Community College shares in the overall mission of the University of Alaska. Its unique mission derives from its status as an urban comprehensive community college in the state's major population center. Anchorage Community College provides activities and curricula responsive to the life long learning needs of the Anchorage area by providing postsecondary liberal arts education, technical and career education, adult and continuing education, developmental and basic skills education, college transfer courses, support services for students, and cultural and community service programs.

Anchorage Community College basically serves students from the Anchorage area, extending its educational delivery from Girdwood to Eagle River/Chugiak. In addition, the college also educates citizens throughout the state in certain technical and paraprofessional activities where the primary instructional expertise is offered by Anchorage Community College, such as nursing and dietetic assistance programs. The institution also provides student services support to rural areas where local services are not available.

The college cooperates with Alaska's business and industry by providing training programs vital to the economic development of the state. Anchorage Community College also works cooperatively with other University of Alaska units, the Anchorage School District, and Alaska Pacific University to assure smooth articulation of students and efficient use of resources.

The college's special strength derives from serving a diverse population according to abilities and interest, in a manner which encourages all students to develop their skills and talents differently. It also offers flexible, supportive, and accessible learning opportunities to enable the growth of individual Alaskans and to strengthen the community. With the guidance of the local Community College Council and other program advisory councils, Anchorage Community College will seek to carry out its mission with the most progressive educational methods available, as economically as possible, and with full accountability to its constituents.

Adopted by the Board of Regents
January 20, 1983

GOALS, OBJECTIVES, SERVICES AND ASSUMPTIONS

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.1 Increase by 1000 the number of students served at ACC through alternative educational experiences, including open-entry/exit and competency-based courses at a variety of on- and off-campus locations.

SERVICES:*

A.1.1 Implement a self-paced lab for a Principle of Accounting course that would accommodate 150 students per semester in an enrolled course and an additional 125 students per semester for self-help and practice.

A.1.2 Conduct four additional nontraditional classes per semester at the South Anchorage extension and provide the following support staff for the center (none exists at present):

- Instructional support (equivalent of 1 FTE).
- Administrative Secretary - 1/2 FTE.
- Counselor - 1/4 FTE.
- Admissions and Records Clerk - 1/3 FTE.

A.1.3 Offer two sections of Math 054, one section of Math 055 and one section of Math 105 which are competency-based, self-paced, open-entry/exit alternatives to current lecture sections.

A.1.4. Seek grant funding to develop in Social Sciences a pilot program which will offer students an integrated competency-based, computer assisted instructional alternative for general studies courses.

ASSUMPTIONS:*

1. During the planning period, the demographic characteristics of those who will seek our institution for educational experiences will not change significantly. Therefore, if we intend to maintain our service rate of the population we will need to increase present services and in some cases offer services different than the present.

2. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

3. In February of 1984, Anchorage Community College leased approximately 3000 sq. ft. of office, conference, and storage space at a mid-south Anchorage location. The purposes of the extension center are to provide administrative space for south Anchorage educational outreach services and to provide instructional space for alternative forms of learning. The extension center is strategically located between Dimond High, Service High and the new Hanshew Junior High where the college will offer traditional instructional opportunities. The center will provide support for these locations in terms of audio visual storage, teacher instructional materials support, and student support in the form of registration and learning resource materials. To meet the needs of this center, staff to facilitate instruction, advise, and enroll students are needed.

* The paragraph numbers of the **SERVICES** do not correspond directly with the paragraph numbers of the **ASSUMPTIONS** for pages 6-32.

GOAL A: Objective A.1 continued

SERVICES:

A.1.5 Hire 5 FTE staff as tutors/aides to increase the instructional support services required by students using The Learning Center's services and increase the number of students served from 6,000 to 12,000 student contacts per week.

A.1.6 Increase the number of students who can be served by the Developmental Studies Program both on- and off-campus from 350 per year to 1000 per year by:

- Increasing faculty from 2 FTE to 4 FTE.
- Serving 100 students at off-campus sites.
- Hire appropriate additional support staff (1 FTE faculty secretary, 1 FTE instructional technician, 0.75 FTE media specialist).
- Develop additional curriculum for team-taught, individualized developmental studies.

A.1.7 Offer in Social Sciences, 30 credits in a combination of new short courses and inter-disciplinary courses utilizing both traditional and nontraditional delivery systems.

A.1.8 Apply for a FIPSE grant for Social Sciences for the development of competency-based, traditionally and nontraditionally delivered interdisciplinary courses which will provide alternate ways in which students can meet their objectives.

ASSUMPTIONS:

4. The Anchorage area population will continue to grow throughout the planning period but at a significantly slower rate. The resources available from the state has not and probably will not match the growth rate of our service area. If ACC intends to keep serving the Anchorage area population at its present rate, it must look for additional sources of income and be more efficient with those that the state allocates.

5. To more adequately respond to the training and educational needs of the Anchorage population, Anchorage Community College's instructional programs will need to plan and develop additional vocational programs, offer short-term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

6. The availability of instructional technology to offer alternative forms of educational delivery will increase. Instructional departments of ACC will come under pressure to maintain their leadership of Anchorage Higher Education Institutions in delivering education via these alternative forms.

7. Legislators and the general public will increase their efforts for accountability of the public education community. ACC will need to respond with data, information and develop competency-based education services.

8. Just as technology is rendering skills of the workforce obsolete, so does the use of that technology bring obsolescence to some traditional teaching skills. Faculty must be retrained and redirected to change with our changing delivery methods where appropriate to the content area.

GOAL A: Objective A.1 continued

SERVICES:

A.1.9 Train or retrain 10-15 faculty each year to develop competency-based courses and to create appropriate materials for these courses.

A.1.10 Retrain 15 faculty each year to include and reinforce basic skills in their content-area courses.

A.1.11 Offer diagnostic evaluation, self-paced course instruction, and student monitoring and tutoring services to 200 mathematics students in the mathematics laboratory.

A.1.12 Offer an increase in mathematics and writing workshops from seven per semester to 15, serving a minimum of 200 students.

A.1.13 Write new modes of instructional delivery for Health Sciences using CAI and other individualized formats.

A.1.14 Implement two welding courses on an individualized basis using the materials from the American Society of Metals (includes CAI).

A.1.15 Hire a nontraditional learning specialist who will coordinate student internships, co-op education, work experience, apprenticeship related training, SOCAD, and students who apply for credit for prior learning experiences.

A.1.16 Increase course offerings in the following disciplines by 10%: English, Speech, Dance, Japanese/Spanish (languages) and Art, with emphasis on alternative educational delivery.

A.1.17 Develop and implement course offerings in journalism, graphics, and TV/radio communications, utilizing alternative delivery formats.

ASSUMPTIONS:

9. While a third of ACC students have more than two years of college, many others do not possess the basic literacy skills to succeed in college level courses. Instruction must continue to offer developmental education opportunities to those adults who seek college level education.

10. Anchorage Community College has a unique mission among the higher education institutions in the Anchorage area. Its philosophy of offering comprehensive higher education access to all adults who can profit from the experience will remain a viable alternative to Anchorage citizens.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.2 Increase the number of students served via telecourse delivery by 25% by Fall 1985.

SERVICES:

A.2.1 Offer four telecourses in business subjects.

A.2.2 Establish and maintain two live instructional television classrooms.

A.2.3 Hire two technical support staff for live instructional television.

A.2.4 Conduct a semester-length training course, 8 hours per week, for 8-12 faculty for instructional redesign of courses for televised delivery.

A.2.5 Offer two courses via televised delivery on local cable television and/or Learn/Alaska one-way video and two-way audio and provide appropriate instructional materials to support these courses.

A.2.6 Lease or purchase facilities and equipment to enable students to participate in live audio-conference and instructional television courses.

A.2.7 Hire technical staff to operate ACC's live telecourse courses on channel 10.

A.2.8 Offer four tele-course offerings at individual military units to support members isolated because of duty or shift arrangements.

ASSUMPTIONS:

1. The availability of instructional technology to offer alternative forms of educational delivery will increase. Instructional departments of ACC will come under pressure to maintain their leadership of Anchorage Higher Education Institutions in delivering education via these alternative forms.

2. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

3. Technology in the work place will continue to make employed persons' skills obsolete. Businesses will increase their requests to ACC for help in keeping their employees current with available technology.

4. During the planning period, the demographic characteristics of those who will seek our institution for educational experiences will not change significantly. Therefore, if we intend to maintain our service rate of the population we will need to increase present services and in some cases offer services different than the present.

5. To more adequately respond to the training and educational needs of the Anchorage population, Anchorage Community College's instructional programs will need to plan and develop additional vocational programs, offer short-term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

GOAL A: Objective A.2 continued

SERVICES:

A.2.9 Develop or purchase materials for telecourse delivery in the following areas:

- CEU modules for dental assistants.
- Nutrition 100.
- Alaskan Wilderness Studies (four courses).

A.2.10 Hire one full-time Administrative Clerk for telecommunications.

A.2.11 Increase by 50% the contractual services and commodities budgets of the English Department to facilitate telecourse implementation.

A.2.12 Support telecourses and self-paced T.V. courses with audio-conference capabilities (time on Learn Alaska) and equipment.

ASSUMPTIONS:

6. Just as technology is rendering skills of the workforce obsolete, so does the use of that technology bring obsolescence to some traditional teaching skills. Faculty must be retrained and redirected to change with our changing delivery methods where appropriate to the content area.

7. Anchorage Community College has a unique mission among the higher education institutions in the Anchorage area. Its philosophy of offering comprehensive higher education access to all adults who can profit from the experience will remain a viable alternative to Anchorage citizens.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.3 Increase and develop ACC's academic computing capability to provide computing access to serve 20% of the students and 30% of the faculty.

SERVICES:

A.3.1 Design, equip and staff computer labs for student/faculty use as follows:

- Two multi-use computer labs which can accommodate lecture as well as lab activities and hold a minimum of 25 student stations each (one in the LRC and another yet to be identified).
- Six smaller computer labs (10-15 stations each) in various locations in close proximity to instructional staff work areas.

A.3.2 Establish a central facility for lending work stations for use by faculty in office, classroom, or home.

A.3.3 Seek funding (obtain grants) to assist disciplines to integrate computers into their instructional programs.

A.3.4 Compile an information bank of available software, both for mainframe and microcomputers.

A.3.5 Conduct a computer software needs assessment of faculty, including both mainframe and microcomputer software needs.

A.3.6 Set up a procedure for evaluation and documentation of computer software for both the mainframe and microcomputers.

ASSUMPTIONS:

1. During the planning period, the demographic characteristics of those who will seek our institution for education experiences will not change significantly. Therefore, if we intend to maintain our service rate of the population we will need to increase present services and in some cases offer services different than the present.

2. The Anchorage area population will continue to grow throughout the planning period but at a significantly slower rate. The resources available from the state has not and probably will not match the growth rate of our service area. If ACC intends to keep serving the Anchorage area population at its present rate, it must look for additional sources of income and be more efficient with those that the state allocates.

3. The availability of instructional technology to offer alternative forms of educational delivery will increase. Instructional departments of ACC will come under pressure to maintain their leadership of Anchorage Higher Education Institutions in delivering education via these alternative forms.

4. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

GOAL A: Objective A.3 continued

SERVICES:

A.3.7 Locate and purchase at least 10 software packages for each academic division.

A.3.8 Identify the computer skill levels of academic support staff, faculty and students.

A.3.9 Develop a competency-based training process or cycle which can accommodate the entry level skills of all identified users.

A.3.10 Purchase a training component including follow-up service to provide initial training.

A.3.11 Hire a Campus User/Trainer to implement the computer training network and oversee ongoing instruction in computer skills.

A.3.12 Purchase microcomputers for the use of 50% of the full-time faculty.

A.3.13 Develop a training program to assist students in using their own home-based computers to communicate with the University of Alaska Computer Network.

ASSUMPTIONS:

6. Technology in the work place will continue to make employed persons' skills obsolete. Businesses will increase their requests to ACC for help in keeping their employees current with available technology.

7. Just as technology is rendering skills of the workforce obsolete, so does the use of that technology bring obsolescence to some traditional teaching skills. Faculty must be retrained and redirected to change with our changing delivery methods where appropriate to the content area.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.4 Provide sufficient space at the Providence Avenue site, and provide for planning to use all sites and ACC human resources effectively such that 11,840 credit and non credit students (4,025.6 credit FTE's) in Fall 1985 and 12,262 credit and non credit students (4,169.2 credit FTE's) in Fall 1986 are served.

SERVICES:

A.4.1 Begin construction as planned by the ACC Facilities Planning Committee and approved by appropriate ACC and U of A officials and groups.

A.4.2 Complete a building and campus development plan as approved by the above groups.

A.4.3 Establish, by Fall 1985, a process for joint planning between Mat-Su Community College and Anchorage Community College related to the students who may be served by both institutions.

A.4.4 Increase the resources available to direct ACC's planning process by 2 FTE (up from 0.3 FTE in FY84).

A.4.5 Increase by 30% the productivity of the Office of Institutional Research and therefore the information available for planning by increasing staff size by 30% (3.25 FTE up from 2.5 FTE in FY84).

ASSUMPTIONS:

1. Related to facilities and a building and campus development plan:

   - The college's physical development plan should be guided by existing and future program needs and plans.
   - The college's physical development plans should be long range and conceptual in nature but also should provide specific policy guidance and recommendations with regard to existing conditions.
   - Most existing campus buildings of permanent construction will be retained and renovated as necessary to provide a useful life of at least forty years.

2. Mat-Su is a rapidly growing area. The boundary between Mat-Su and Anchorage is becoming less distinct. For example, according to the 1980 Census, 37% of employed people in Mat-Su work outside the Borough, mostly in Anchorage. If the Knik Arm Bridge is constructed, the distinction between the two areas will be even less distinct. The Chancellor of ACC and President of Mat-Su CC are committed to joint planning in the future to assure the best service to those who can be served by both institutions.

3. Requests for information and assistance to meet the goal of making ACC a student-centered learning environment exceed the ability of the Office of the Director of Planning to respond efficiently. The current staff, while capable and committed, needs additional staff to meet requests for both short- and long-term educational activities.

GOAL A: Objective A.4 continued

ASSUMPTIONS:

4. Demands for services from the Office of Institutional Research to assist decision makers in meeting the goal of making ACC a student-centered learning environment exceed the office's ability to serve. Since the office is already automated and has a capable and dedicated staff it is assumed that additional staff is needed to attempt to catch up with demand.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.5 Assure that student services and administrative support keep up with the 5.7% student headcount growth from FY84 to FY85 (8.9% FTE growth) and 2.0% headcount growth from FY85 to FY86 (2.0% FTE growth) by increasing computer support, campus security, self-support campus center activities, participation in student government and student life programs, and Admissions and Records staff.

SERVICES:

A.5.1 Secure sufficient terminals and peripheral computer equipment to assure that all Directors, Associate Deans, Vice Chancellors and appropriate support staff have access to both local and U of A statewide computer networks.

A.5.2 Secure and install a data communication port contender to provide optimum flexibility and access for ACC users of local and U of A statewide computer networks.

A.5.3 Upgrade ACC's HP3000 in a manner consistent with the plans of the Administrative Computing Subcommittee.

A.5.4 Establish a budget with set dollar amount (to be determined) for contract programming (software services) planned by the Administrative Computing Committee to enable greater local use/manipulation of data.

A.5.5 Provide, by Spring 1986, an ongoing administrative training and computer user/support service via an Information Center (200 sq. feet minimum) with appropriate equipment and staff to enable staff to make most effective use of the institution's data processing capabilities.

A.5.6 Hire one full-time receptionist responsible for receiving student and faculty questions regarding administrative services and for providing clerical support to five managers.

ASSUMPTIONS:

1. By FY86 the U of A will have several mini and mainframe computers providing different services in both statewide and local network. Departments will require an increased exchange of information among data bases on these computers, increased access, and applications programs.

2. By Spring 1986, ACC will go on line with a new Student Information System and Human Resource Information System as well as a host of new "support tools" on a new U of A mainframe administrative computer. Since these systems are interactive and on a data base, it will be possible for decision makers to avail themselves of information about the students they serve at a level that may be 100 times greater than their current ability. This will be possible only if the decision makers can learn to access the new information. This will require a center whose function is to train users, to provide sophisticated one-of-a-kind equipment for users, and provide technical support for users.

3. Dormitory construction and expansion of UAA facilities will increase the need for emergency, safety, and protective services throughout a 24-hour day.

4. Administrative Services can best keep up with enrollment increases by streamlining its reception of students communication with faculty and providing clerical support for the five managers via a full-time receptionist position (most managers in Administrative Services currently do their own typing).

GOAL A: Objective A.5 continued

SERVICES:

A.5.7 Extend on-site campus protective and safety services for both ACC and UAA campuses from 16 per day to 24 hours per day by increasing staff by 3 FTE Public Safety Officers and 2.5 FTE dispatches to provide:

- Campus wide patrols in and around the road system, buildings, and dormitories to prevent personal assault, burglary, and trespass.
- Emergency first aid response to on-campus residents.
- Fire Prevention workshops to upgrade resident awareness of life saving practices.
- 24-hour coverage for alarms and physical security monitoring.
- 24-hour dispatch center for reporting campus safety problems.

A.5.8 Expand Campus Center self-support programs and services to accommodate enrollment increases at UAA and ACC including:

- Increase building hours open from 103 hours weekly to at least 108 hours weekly by increasing staff (0.1 FTE).
- Conduct at least 88 events in the Campus Center for the campus community including events targeted to previously underserved groups.

ASSUMPTIONS:

5. Enrollment increases forecasted for both UAA and ACC indicate an increased demand for services from the Campus Center (which serves both institutions) including increased hours of service and increased activities.

6. At the current time plans are being made to build housing for approximately 220 ACC/UAA students by the fall of 1985. Students living on campus will slightly increase the number of students participating in student life programs.

7. With the increase in student headcount, the number of students requiring registration, add/drop, and information, other services will increase proportionally. This increase will represent 38,440 phone calls and 30,752 visitors to the Admissions and Records front counter annually.

8. Since Admissions and Records purchased microfiche equipment, several departments have expressed a desire to utilize it, but a lack of funds to do so. Some of the departments expressing interest are: OHRD, Educational Opportunity Center, Purchasing, Financial Aid, Veterans Office, and Vice Chancellor of Instruction. With the addition of one staff person these services could be offered for the cost of materials only.

GOAL A: Objective A.5 continued

SERVICES:

A.5.8 continued

- Remodel student computer and typing areas and increase number of public terminals available to students.
- Purchase appropriate equipment for the center.
- Install a closed-circuit TV monitor system for campus center events.
- Build patio area outside Pub and Cafeteria.

A.5.9 Increase by 10% the student participation in student government and student life programs by increasing leadership classes, workshops and conferences, working with club advisors, creating a student internship and assessing needs.

A.5.10 Hire one full-time telephone receptionist in Admissions and Records to handle the 38,440 phone calls received annually and provide assistance to the Information Specialist in meeting the needs of the 30,752 visitors to the office during the same period of time.

A.5.11 Hire one full-time microfiche operator to increase the number of documents processed from 39,000 to 390,000 documents per year. This will expand the service to include all offices on campus.

A.5.12 Secure a new OHRD staff person to devote up to half time to support off-campus programs to deal with recruitment, orientation of new employees, processing of required personnel hiring documents, setting up training programs for faculty and staff and to provide for on-site visits to communicate on a 1-1 basis with faculty and staff to link them formally to the central campus.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.6 Implement or expand by Fall 1985 the following student services in order to increase the potential for success for all ACC students:

- Advising and Assessment
- Placement for current students and program completers
- Disabled Student Services
- Women Center Services
- Comprehensive Career Planning Facility

SERVICES:

A.6.1 Implement in Fall 1985, after pilot testing in Fall 1984, Phase I of a comprehensive advising system including required admissions forms, preassessment testing, advising coordinated by the Student Services area using 2 FTE new staff plus current staff for a yet to be determined segment of ACC's student population. (1 FTE in Counseling and 1 FTE in Admissions and Records.)

A.6.2 Increase the number of disabled students served from 205 in FY85 to 250 in FY86 and the services offered to also include assistance with placement, assistance with physical education, and outreach by increasing the disabled student services staff from 1 FTE to 2 FTE (new staff person will be 50% interpreter and 50% coordinator of above services).

A.6.3 Increase the staff in the Women's Center to assure that a spring conference can be held annually (0.5 FTE) and that Women's Center programs are available in the summer as well as the regular school year (0.2 FTE).

ASSUMPTIONS:

1. To improve student success, it is critical that students enroll in classes appropriate to their skill level. Required admissions provides the data and funding to implement testing and advising procedures designed to assure students take the correct courses.

2. Current assessment procedures are not adequate to meet the need for placing students in the correct courses as indicated by the high percentage of nonproductive grades in introductory English and math courses.

3. With the establishment of a Disabled Student Services component, a 73% increase in disabled student enrollment was noted in the first year of operation. The State Division of Vocational Rehabilitation refers 75-85 new students per academic year and private rehabilitation agencies refer 50-60 new students per year. Finally, Title V, Section 504, Subpart E of the Rehabilitation Act of 1973 mandates the provision of these specialized services. ACC is currently unable to keep up with the demand for services with only 1 counselor devoted to the task. The program is unable to provide all the services identified as appropriate to assuming success of disabled students.

GOAL A: Objective A.6 continued

SERVICES:

A.6.4 Implement a comprehensive career planning program by providing a career planning technician (1 FTE) appropriate space and increasing current counseling staff time devoted to career planning to serve 2000 students planning for their first job or for career changes (up from 1000 currently being served and 60% of the total number estimated in need of career planning services).

A.6.5 Expand the Student Employment Office to become a Placement and Student Employment Office by taking over funds of the 1 FTE position currently on federal funds and adding additional staff to allow the office to serve program completers as well as current students and to focus on currently underserved populations. (Increase hours of service from 80 hours per week to 120 hours per week.)

ASSUMPTIONS:

4. The programs offered by the Women's Center help students, especially re-entry women students, to adjust to campus life and to balancing home, work, and school responsibilities. Consequently, these programs help to increase the success of students. It is therefore valuable to offer these programs in the Summer as well as in the Fall and Spring.

5. The Spring Women's Center Conference helps the college and community to focus on significant issues related to women/families. This is a service ACC should continue to provide.

6. At least 3000 of ACC's students are enrolled to prepare for a job, making career changes or planning for future careers. The counseling center only has space and staff to provide minimal service to about 1000 of the students. It is desirable to increase the number of students who receive career planning assistance.

7. The final phase of the job related education at ACC is assisting students with the transition from school to job. This process includes both OJT type activities during schooling and placement assistance when the student nears program completion. The current placement staff and office space is insufficient to serve the latter objective of placing program completers in jobs.

GOAL A: CREATE A STUDENT CENTERED LEARNING ENVIRONMENT

OBJECTIVE:

A.7 Maintain the same level of service to students and departments in the Admissions and Records, Administrative Services, Financial Aid, and Human Resource Development Offices as offered in FY84 while training 39 FTE staff from these offices in Fall 1985 and while implementing the new Human Resource Information System (HRIS) and the new Student Information System (SIS) on the new U of A Statewide computer and while possibly running dual systems for one semester (entering data twice).

SERVICES:

A.7.1. Hire one staff member for six months in Admissions and Records, one half-time staff member for six months in each of three offices: Human Resource Development, Administrative Services and Financial Aid to replace permanent staff while they are being trained on the new systems.

A.7.2. Hire a replacement for the Data Processing Supervisor in Admissions and Records for A & R Data Processing for the two-month period, November 1, 1985 to January 1, 1986. During the time the Data Processing Supervisor will be working full time as training coordinator for SIS.

A.7.3. Hire a replacement for the Personnel Technician in OHRD for the two-month period, September 1, 1985 to November 1, 1985 (estimated time). During this time the Personnel Technician will be working full time as training coordinator for the HRIS.

ASSUMPTIONS:

1. U of A is purchasing a new Administrative computer and new software to replace the current ISIS (student information) and payroll systems to be implemented Fall 1985. ACC must switch from the old to new systems in FY86. Without additional temporary staff ACC must reduce service to students and staff below acceptable levels.

2. We have been required by statewide to provide two full-time persons to be trained in the use of the new administrative system (SIS and HRIS) and in turn train the users on the local campus. The Data Processing Supervisor in A & R and the Personnel Technician in OHRD have been designated as the individuals for ACC. They will work full time on the system in late 1985.

3. Financial Aid may also be included in the new SIS system. If so, their staff will need to be trained in Fall 1985.

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GOAL B: MAKE ACCESSIBLE EDUCATIONAL OPPORTUNITIES AND SUCCESSFUL EXPERIENCES FOR PREVIOUSLY UNDERSERVED POPULATIONS

OBJECTIVE:

B.1 Increase by 100% the percentage of Alaska Natives and American Indians enrolled at ACC to better match the percentage of that group in the Municipality of Anchorage population.

SERVICES:

B.1.1 Recruit additional minority students in the Technical Division.

B.1.2 Offer three additional classes in basic skills such as reading, math, ESL or life coping skills aimed at identified underserved groups which may include Alaskan Natives, low income, single parent household, and seniors.

B.1.3 Conduct needs assessments and education courses and services to respond to educational needs of Anchorage Alaska Natives.

B.1.4 Continue to assure that Student Orientation Services (SOS) serves the majority of Alaskan Native students via peer counselors, workshops, orientation program by funding 0.5 FTE clerical position currently funded by the Federal Department of Energy Office of Minority Affairs Grant and by developing additional recruitment materials for Alaskan Natives.

B.1.5 Hire an additional 0.5 FTE financial aid staff person to work with Alaska Native and American Indian students to address special problems with financial aid.

B.1.6 Acquire space and offer courses and services in the Fairview area.

ASSUMPTIONS:

1. In order for ACC to respond to the educational needs of Alaska Natives in Anchorage its must actively plan and develop instruction and support programs designed to meet the unique needs of this population.

2. The SOS program is an effective means of increasing the potential for success among Native Americans enrolled at ACC.

3. The Alaska Native Student Needs Assessment conducted in Fall 1983 indicates that financial aid is one of the major problems inhibiting success for ACC's Alaska Native students. More assistance is needed to assure that students do not drop out of school because of difficulties in obtaining financial aid.

GOAL B: MAKE ACCESSIBLE EDUCATIONAL OPPORTUNITIES AND SUCCESSFUL EXPERIENCES FOR PREVIOUSLY UNDERSERVED POPULATIONS

OBJECTIVE:

B.2 Increase the number of students served in the Eagle River area from the estimated 738 in Fall 1984 to 842 in Fall 1985.

SERVICES:

B.2.1 Establish a Cultural and Art Program at Chugiak Benefit Association and hire 2 FTE faculty to offer theater, dance and music courses to serve Eagle River, Chugiak and Peters Creek.

B.2.2 Hire 1 FTE business teacher position to teach and coordinate workshops.

B.2.3 Hire 4 FTE faculty to teach.

B.2.4 Acquire site for construction of Eagle River extension center.

B.2.5 Provide a vehicle for a mobile bookstore for Eagle River and other off-campus students.

B.2.6 Provide the following support staff for the Eagle River Program (in addition to the 2 FTE support staff and 16 hours of counseling services currently at Eagle River):

- Part-time evening Instructional Aide.
- Financial Aid Clerk - 1/2 FTE.
- Counseling - 1 FTE (total of 34 hours, up from 16).
- Admissions and Records Clerk - 2/3 FTE.
- Support staff - 1 FTE.

and the following additional services from ACC to the Center:

- Workshops for this staff and other "off-campus" sites to support staff in the policies and procedures relating to handling cash, processing registration paperwork, purchasing, and analyzing reports for management purposes.

ASSUMPTIONS:

1. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

2. As the Eagle River enrollment grows and that unit moves toward a University owned facility for its operations additional support staff will be required in all areas.

3. During the planning period, the demographic characteristics of those who will seek our institution for education experiences will not change significantly. Therefore, if we intend to maintain our service rate of the population we will need to increase present services and in some cases offer services differently than the present.

GOAL B: MAKE ACCESSIBLE EDUCATIONAL OPPORTUNITIES AND SUCCESSFUL EXPERIENCES FOR PREVIOUSLY UNDERSERVED POPULATIONS

OBJECTIVE:

B.3 Maintain, at minimum, current levels of services that are provided by Instructional Divisions, Student Services and Administrative Services; for marketing effort; for staff development; for affirmative action; for the Office of Human Resource Development and the efficient use of existing and future facilities.

SERVICES:

B.3.1 Continue to offer, in FY86, 26 sections of Accounting, 34 sections of Business Administration, 13 sections of Economics and 26 sections of Office Occupations each semester of the academic year.

B.3.2 Reduce the number of traditional Home Economics courses per semester from 22 sections to 12 and increase the number of course sections relating to merchandising, consumerism and home management by 10 sections and offer at least 5 sections of self-support public interest courses each semester.

B.3.3 Continue in FY86 the Credit Physical Education/Recreation program at 94 sections.

B.3.4 Continue to offer non credit community education courses at 245 sections. A continuation level is needed for students who want a nonthreatening but mentally stimulating learning environment.

B.3.5 Offer four experimental courses in response to requests expressed by the community for classes that do not initially fit into a present discipline.

ASSUMPTIONS:

1. Anchorage Community College has a unique mission among the higher education institutions in the Anchorage area. Its philosophy of offering comprehensive higher education access to all adults who can profit from the experience will remain a viable alternative to Anchorage citizens.

2. A clear, well-coordinated information flow in marketing will enhance Anchorage Community College's effort to accurately convey its mission and message to the public.

3. Governor Sheffield has mandated that more women and minorities be hired in State of Alaska jobs. The Legislature Audit on Hiring Practices identified a need to interact more directly with the Anchorage community to raise the awareness of protected classes to jobs available at ACC. Although the University has had an Affirmative Action Plan for many years, no significant progress has been made towards meeting the goals established to hire minorities and women.

4. OHRD seeks to operate on a formula of one FTE staff per 100 employees served (College Personnel Association). The OHRD staff will serve 700 employees with only 5 staff in FY85. Additional staff is needed to maintain an appropriate level of service.

GOAL B: Objective B.3 continued

SERVICES:

B.3.6 Maintain course offerings in the disciplines of American Sign Language, Chinese, French, German, Humanities, Library Skills, Music, Philosophy, and Russian.

B.3.7 Remodel the following instruction spaces for Humanities: piano laboratory, teaching studios, glaze room, kiln enclosure, photo laboratory, and an art clean room. (250.0)

B.3.8 Maintain in Fall 1985, 85% of the courses offered in Fall FY84 by the Social Science Division and replace 10% of the 3 credit courses offered in Fall FY84 with a credit equivalent combination of courses which will be directed toward meeting the needs of government, business and industry and/or which will utilize the nontraditional delivery methods.

B.3.9 Implement Phase II of college-wide marketing and recruitment plans designed to increase educational opportunities and accessibility to previously underserved populations.

B.3.10 Hire more minorities and women to provide role models for the students at ACC and insure that all applicant pools more accurately reflect the applicable percentage indicated by the availability in the Affirmative Action Plan and we accomplish this by creating a Minority Outreach Program.

B.3.11 Hire an additional half-time person in the Office of Human Resource Development to deal with recruitment orientation of new employees, processing of required personnel hiring documents, setting up training programs for faculty and staff.

ASSUMPTIONS:

5. Related to renovation remodeling of facilities and equipment purchases:

   - The college's physical development plan should be guided by existing and future program needs and plans.
   - The college's physical development plans should be long range and conceptual in nature but also should provide specific policy guidance and recommendations with regard to existing conditions.
   - Most existing campus buildings of permanent construction will be retained and renovated as necessary to provide a useful life of at least 40 years.

6. ACC currently provides excellent opportunities for professional development of faculty and staff, in fact, ACC received the Outstanding Staff Development Program award of 1982 from the National Council for Staff, Program, and Organizational Development. It is appropriate to increase the staff development opportunities.

GOAL B: Objective B.3 continued

SERVICES:

B.3.12 Provide funding for projects through either the operating or capital budget for effective remodeling of existing and future facilities to meet specific program and service needs.

B.3.13 Provide funding for projects through either the operating or capital budget for the adequate repair, maintenance and security of present facilities and future expansion.

B.3.14 Provide funding through either the operating or capital budget for new and/or replacement state of the art equipment regarding the efficient delivery of instructional programs, student and administrative services.

B.3.15 Increase career development opportunities of all ACC employees by:

- Offering first aid and CPR training.
- Implementing a faculty and administrator exchange with other colleges, businesses, and industries.
- Doubling the number of mini grants awarded.
- Implementing a holistic approach to creating a less stressful and more productive environment for employees through a wellness program.
- Increasing training for faculty related to using new technologies in their instruction.
- Increasing the amount of cross-training of support staff.

GOAL C: ESTABLISH EDUCATIONAL PARTNERSHIPS WITH BUSINESS, PUBLIC AND PRIVATE AGENCIES

OBJECTIVE:

C.1 Maintain one educational agreement between each division and a related business or community organization by Spring Semester, 1986.

SERVICES:

C.1.1 Increase effectiveness of program Advisory Committees for all programs to assist in overall development of programs.

C.1.2 Seek grants from government, business, industry and agencies to supplement funding.

C.1.3 Establish more training stations to place students in Co-Op, OJT, and permanent jobs.

C.1.4 Recruit qualified faculty from industry to teach specific classes.

C.1.5 Explore the possibility of exchanging teachers with professionals in the field to update teachers.

C.1.6 Offer continuing education courses to increase from 300 credit equivalency hours to 400 credit equivalency hours.

C.1.7 Formalize an agreement between the Social Sciences Division and with one or more Federal agencies to provide educational courses and services as part of their training programs with particular emphasis on training for supervision in public agencies.

C.1.8 Conduct 10 basic skills courses and/or programs for businesses in Anchorage.

C.1.9 Offer six sections of traditional classes during the afternoon hours for members working the evening and midnight shifts, as requested by the Air Force.

ASSUMPTIONS:

1. Anchorage will continue to be the hub to the state's developing tourism industry. While ACC must choose carefully those programs that will help to train persons for employment in this industry, it will develop its food service program to be more responsive to the changing market demands.

2. Anchorage Community College instructional programs to more adequately respond to the training and educational needs of the Anchorage population will need to plan and develop additional vocational programs, offer short-term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

3. The business building boom will continue as businesses are created and expanded to meet the available opportunities. Targeted human resource development will become a greater emphasis for ACC as it responds to meet the need for trained business employees.

4. The Anchorage area population will continue to grow throughout the planning period but at a significantly slower rate. The resources available from the state has not and probably will not match the growth rate of our service area. If ACC intends to keep serving the Anchorage area population at its present rate, it must look for additional sources of income and be more efficient with those that the state allocates.

5. During the planning period, the demographic characteristics of those who will seek our institution for education experiences will not change significantly. Therefore, if we intend to maintain our service rate of the population we will need to increase present services and in some cases offer services differently than the present.

GOAL C: Objective C.1 continued

SERVICES:

C.1.10 Develop and offer courses of direct military interest three sections of Abridged AMT for maintenance personnel and one of military history.

C.1.11 Offer on-site business support services and improve support for academic offerings on the military bases to include text-book sales, courier service from the Business Office, and academic counseling.

C.1.12 Assure that all courses required for the SOCAD program will be offered at Fort Richardson during FY86 so that military students enrolled under the SOCAD program can complete their degree.

C.1.13 Implement dental technician training program to include Alaskan military personnel.

C.1.14 Offer a 40-hour course in medical X-ray technology.

C.1.15 Develop agreements with ASD to support, supplement or extend their vocational programs into appropriate ACC programs.

C.1.16 Plan, develop, and implement five training programs and/or courses for both support and management staff of area-based Native Corporations.

C.1.17 Work with Parents for Progress and other community groups to plan one more vocational program accessible to mentally disabled students (in addition to the special Food Service Program currently in operation).

C.1.18 Develop, implement and hire lab assistants for at least two additional courses in commercial art as planned in partnership with local related businesses and agencies.

GOAL C: Objective C.1 continued

SERVICES:

C.1.19 Establish Associate of Applied Science Degree program in Wildlife and Fisheries Technology as requested by the Military.

C.1.20 Develop a formal cooperative relationship with an Anchorage arts organization.

C.1.21 Offer six courses in the labor studies field with particular emphasis on programs to combine apprenticeship training, general studies, and labor studies.

C.1.22 Network with other faculty and staff members interested in developmental education/learning resources in educational agencies, businesses, and community organizations.

C.1.23 Develop and sponsor continuing education courses at professional and paraprofessional levels in: (Dental - six courses, Dietetics - two courses, Medical Assisting - one course, and Medical Laboratory Technician - one course).

C.1.24 Revise the Food Service Technology program in cooperation with the Anchorage Convention and Visitor's Bureau and the Hotel Motel Association to better meet the needs of the industry.

C.1.25 Establish training programs in cooperation with such professional organizations as:

- The Alaska Aviation Safety Foundation.
- The Air Carriers Association.
- The Data Processing Management Association.

GOAL C: Objective C.1 continued

SERVICES:

C.1.25 continued

- The Association of Certified Public Accountants.
- The Alaska Visitor's Association.
- The Association of Real Estate Appraisers.

C.1.26 Expand the Water/Wastewater classes to meet various levels of certification consistent with state regulations.

GOAL C: ESTABLISH EDUCATIONAL PARTNERSHIPS WITH BUSINESS, PUBLIC AND PRIVATE AGENCIES

OBJECTIVE:

C.2 Increase the number of site-specific (on business site) training courses from 9 courses to 20 courses by Spring Semester, 1986.

SERVICES:

C.2.1 Offer at least 12 self-support courses in such areas as Finance for nonfinancial managers, Micros in the Business Environment, Survey Construction and Target Marketing, and User-Friendly Software.

C.2.2 Create/rewrite one-credit class modules for students who can only complete one credit at a time (slope workers). (Complete at least 12 one-credit modules plus supplies.)

C.2.3 Offer specific training courses, programs and workshops in private sector facilities for courses in such areas as office automation, word processing, data entry, and computer information systems.

C.2.4 Offer four supervisory/management workshop/seminars at a local hotel.

C.2.5 Develop a continuing education program in Electronics to allow practicing technicians to improve their skills (three classes).

ASSUMPTIONS:

1. To more adequately respond to the training and educational needs of the Anchorage population, Anchorage Community College's instructional programs will need to plan and develop additional vocational programs, offer short-term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

2. Technology in the work place will continue to make employed persons' skills obsolete. Businesses will increase their requests to ACC for help in keeping their employees current with available technology.

3. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

4. The business building boom will continue as businesses are created and expanded to meet the available opportunities. Targeted human resource development will become a greater emphasis for ACC as it responds to meet the need for trained business employees.

5. The Anchorage area population will continue to grow throughout the planning period but at a significantly slower rate. The resources available from the state has not and probably will not match the growth rate of our service area. If ACC intends to keep serving the Anchorage area population at its present rate, it must look for additional sources of income and be more efficient with those that the state allocates.

GOAL C: ESTABLISH EDUCATIONAL PARTNERSHIPS WITH BUSINESS, PUBLIC AND PRIVATE AGENCIES

OBJECTIVE:

C.3 Increase the number of students trained in the diesel technical program from 20 students Spring 1984 to 40 students Spring 1986 by acquiring laboratory lease space and appropriate staff.

SERVICES:

C.3.1 Increase contractual service support to lease appropriate lab space off-campus.

C.3.2 Hire 2 FTE teachers and 1.5 FTE instructional support personnel to help support an off-campus diesel technology laboratory.

C.3.3 Increase commodity and equipment support to deliver instruction to diesel students.

ASSUMPTIONS:

1. To more adequately respond to the training and educational needs of the Anchorage population, Anchorage Community College's instructional programs will need to plan and develop additional vocational programs, offer short-term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

2. Technology in the work place will continue to make employed persons' skills obsolete. Businesses will increase their requests to ACC for help in keeping their employees current with available technology.

3. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

4. Anchorage Community College has a unique mission among the higher education institutions in the Anchorage area. Its philosophy of offering comprehensive higher education access to all adults who can profit from the experience will remain a viable alternative to Anchorage citizens.

GOAL C: ESTABLISH EDUCATIONAL PARTNERSHIPS WITH BUSINESS, PUBLIC AND PRIVATE AGENCIES

OBJECTIVE:

C.4 Increase the services to the small business community to improve small business management from 28 classes per year to 36 classes, programs, or workshops by Spring 1986.

SERVICES:

C.4.1 Hire adjunct faculty to expand the Small Business Administration sponsored offerings from the 27 sections to 29.

C.4.2 Hold two training sessions or workshops to teach teachers and staff to write/rewrite learning modules for the business community.

C.4.3 Seek grants from businesses/agencies in order to conduct special classes for the business. (NC)

ASSUMPTIONS:

1. To more adequately respond to the training and educational needs of the Anchorage population, Anchorage Community College's instructional programs will need to plan and develop additional vocational programs, offer short term skill workshops and classes, offer customized training, and offer instruction in packages most suitable and more timely to those in need.

2. Technology in the work place will continue to make employed persons' skills obsolete. Businesses will increase their requests to ACC for help in keeping their employees current with available technology.

3. Community college education is best delivered from multiple sites. Facilities owned by ACC will have met saturation for all practical purposes. Instruction will need to be offered in lease facilities, borrowed, in cooperation with the School District, in private and public businesses and in the home via television and computer.

4. The Anchorage area population will continue to grow throughout the planning period but at a significantly slower rate. The resources available from the state has not and probably will not match the growth rate of our service area. If ACC intends to keep serving the Anchorage area population at its present rate, it must look for additional sources of income and be more efficient with those that the state allocates.

5. Anchorage Community College has a unique mission among the higher education institutions in the Anchorage area. Its philosophy of offering comprehensive higher education access to all adults who can profit from the experience will remain a viable alternative to Anchorage citizens.

EVALUATION

INSTRUCTIONAL PROGRAM AND STUDENT SERVICES REVIEW PROCESSES

Each program at Anchorage Community College undergoes an extensive review process at least every three years.

Instructional Program Review

Each instructional program is reviewed once every three years: first, by a committee consisting of faculty within and outside the program, students, and community members; second, by the program's director; and third, by the Vice Chancellor of Instruction. The review is based on a common set of data about each program provided by the Office of Institutional Research. Quality is assessed using eight criteria appropriate for all community college programs. These criteria require analysis of the degree to which the program is responsive to institutional objectives and student objectives, student outcomes, and effectiveness of resource allocations.

As a result of the review, each program is placed in one of four categories:

1. Positive. The review was satisfactory and the program will not be considered by the Review Committee until the next scheduled review period in three years.

2. Conditional. There are deficiencies in the program's ability to meet institutional criteria (this shall result in an automatic assignment of the program to annual review status until it can move to "Positive" status).

3. Probation. The program has spent up to one year in the "Conditional" category and continues to have serious deficiencies; indicates an intent to terminate the program after one year with right of appeal to the Chancellor.

4. Termination. The final category recommended after a program has been classed as "Conditional" for up to one year, classed as "Probation" for up to one year, and continues to have serious deficiencies.

For the purpose of this review the following definitions hold:

Instructional Program. A planned sequence of courses, services or other educational activities specifically associated with a designated set of objectives.

Review Process. A formative evaluation designed to bring about systematic improvement in programs, to identify program needs so that resources of the institution may be appropriately applied, and to assist in curriculum and staff development.

Systematic program review began in Spring 1981. At the end of FY84 all programs will have been reviewed at least once.

STUDENT SERVICES REVIEW

Each student service program is reviewed annually to achieve the following goals:

1. Evaluate existing functions and services of a program, improving and consolidating or expanding those which are succeeding and discarding those which no longer serve the goals of the program.

2. Increase the productivity, cost effectiveness, and management efficiency of all aspects of the program's operations.

3. Develop and implement an on-going planning-management-evaluation system based upon the Anchorage Community College Master Plan, Student Services Division goals, and performance objectives established by the individual program.

An instrument which focuses on goals, objectives, and success indicators, is used by all programs.

APPENDICES

ANCHORAGE COMMUNITY COLLEGE COUNCIL MEMBERSHIP

Name and Address	Term Expires
ANGELL, Richard	06/30/86
FULLENWIDER, Debbie	06/30/86
FULLER, William	06/30/84
HALE, Mary	06/30/86
HOLMES, Shari	06/30/84
HOLTHAUS, Gary	06/30/84
NOGG, Russell	06/30/85
PALMER, Colonel William	06/30/84
ROBINSON, Anita	06/30/86
ROCK, Dr. Brent	06/30/86
ROSENTHAL, C. Henry	06/30/85
SEVIER, Patti	06/30/84
WHALEY, Dr. Robert	06/30/85

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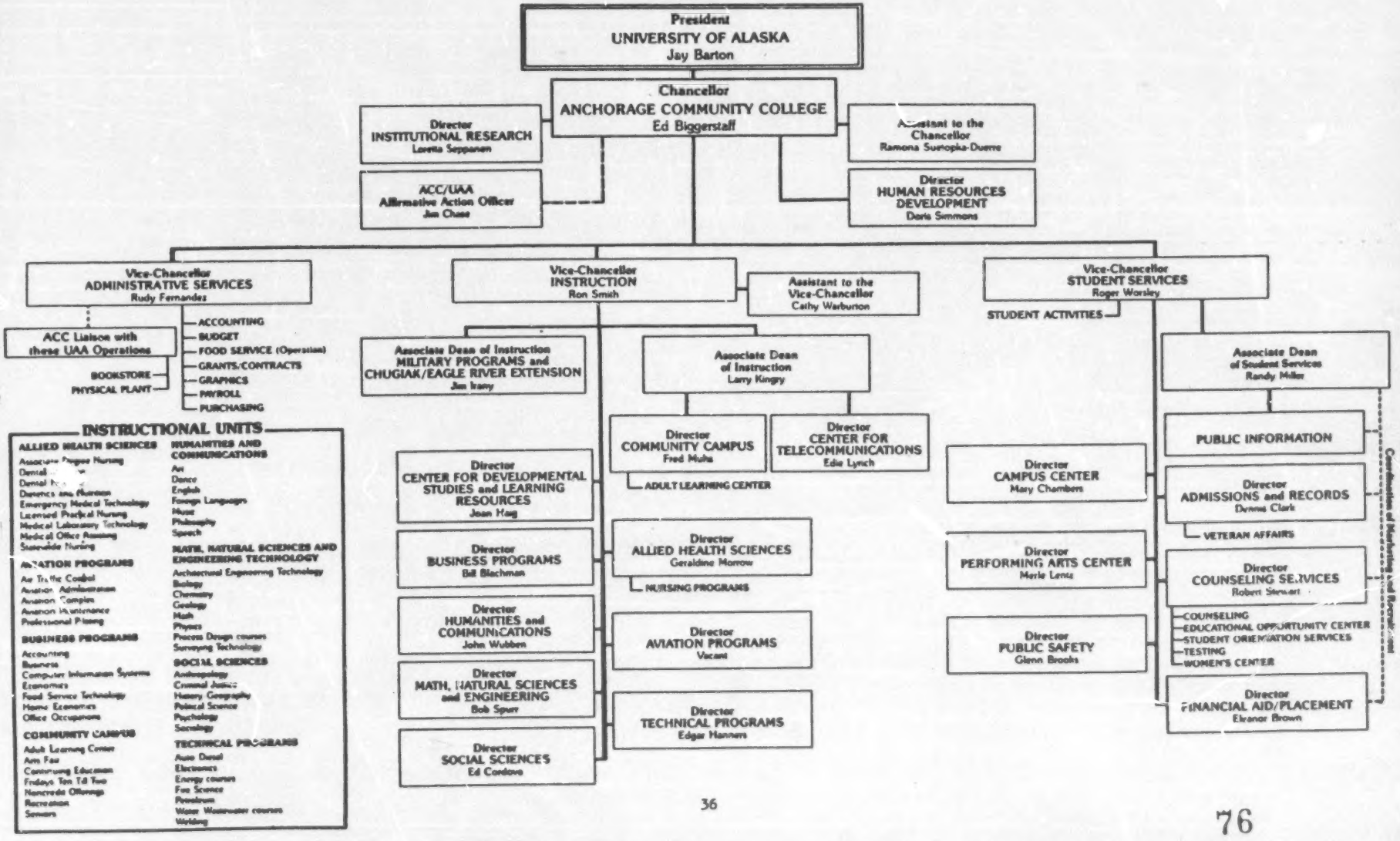
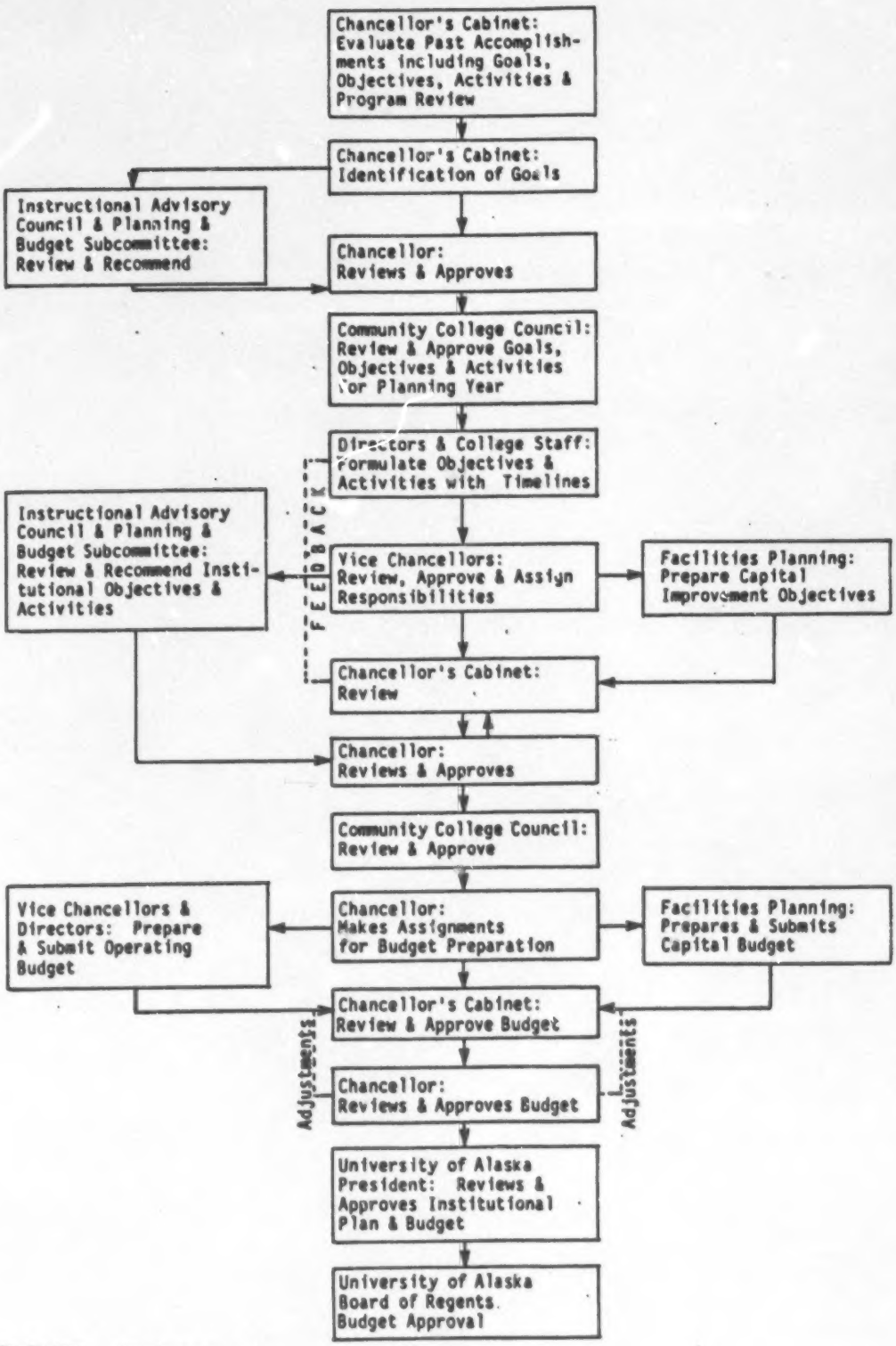
ANCHORAGE COMMUNITY COLLEGE
ORGANIZATION CHART
July, 1983



FY86 PLANNING AND BUDGET TEAM MEMBERS

Member	Title
LIN BAUER	Facilities Planning Committee, Chairperson
JEANNIE BROOKS	Social Sciences, Administrative Assistant
CARL FRASURE	Instructional Advisory Council, Chairperson
FRANK GROSS	Auto/Diesel Technology, Faculty
ROBERT LINDER	Student Representative
SHERRI MCDOWELL	Administrative Services, Acting Vice Chancellor
SYLVIA ORR	Allied Health, Faculty
GERARD PETERS	Business Programs, Faculty
LORETTA SEPPANEN	Institutional Research, Director
DORIS SIMMONS	Human Resource Development, Director
RON SMITH	Instruction, Vice Chancellor
RAMONA SUETOPKA-DUERRE	Director of Planning, **Chairperson**
ROGER WORSLEY	Student Services, Vice Chancellor

FY86 PLANNING PROCESS


Chancellor's Cabinet: Evaluate Past Accomplishments including Goals, Objectives, Activities & Program Review
Chancellor's Cabinet: Identification of Goals
Instructional Advisory Council & Planning & Budget Subcommittee: Review & Recommend
Chancellor: Reviews & Approves
Community College Council: Review & Approve Goals, Objectives & Activities for Planning Year
Directors & College Staff: Formulate Objectives & Activities with Timelines
FEEDBACK
Instructional Advisory Council & Planning & Budget Subcommittee: Review & Recommend Institutional Objectives & Activities
Vice Chancellors: Review, Approve & Assign Responsibilities
Facilities Planning: Prepare Capital Improvement Objectives
Chancellor's Cabinet: Review
Chancellor: Reviews & Approves
Community College Council: Review & Approve
Vice Chancellors & Directors: Prepare & Submit Operating Budget
Chancellor: Makes Assignments for Budget Preparation
Facilities Planning: Prepares & Submits Capital Budget
Chancellor's Cabinet: Review & Approve Budget
Adjustments
Chancellor: Reviews & Approves Budget
Adjustments
University of Alaska President: Reviews & Approves Institutional Plan & Budget
University of Alaska Board of Regents Budget Approval

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OIR 2/2/84

ANCHORAGE COMMUNITY COLLEGE
ENROLLMENT TRENDS AND FORECAST
OFFICE OF INSTITUTIONAL RESEARCH

YEAR	CREDIT & NON CREDIT HEADCOUNT	CREDIT HEADCOUNT	CREDIT HOURS	FTE
		ACTUAL		
FALL 79	8,672	7,336	42,121.0	2,808.1
FALL 80	8,274	7,381	45,517.0	3,034.5
FALL 81	10,216	8,744	52,196.0	3,479.7
FALL 82	11,311	9,614	55,357.0	3,690.5
FALL 83	10,977	9,352	54,348.0	3,623.2
		FORECAST		
FALL 84	11,604	9,863	59,178.0	3,945.2
FALL 85	11,840	10,064	60,384.0	4,025.6
FALL 86	12,262	10,423	62,538.0	4,169.2
FALL 87	12,502	10,627	63,762.0	4,250.8
FALL 88	12,743	10,832	64,992.0	4,332.8
FALL 89	12,986	11,038	66,228.0	4,415.2
FALL 90	13,230	11,246	67,476.0	4,498.4
FALL 91	13,476	11,455	68,730.0	4,582.0
FALL 92	13,724	11,665	69,990.0	4,666.0
FALL 93	13,973	11,877	71,262.0	4,750.8
FALL 94	14,223	12,090	72,540.0	4,836.0
FALL 95	14,475	12,304	73,824.0	4,921.6
FALL 96	14,729	12,520	75,120.0	5,008.0
FALL 97	14,984	12,736	76,416.0	5,094.4
FALL 98	15,241	12,955	77,730.0	5,182.0
FALL 99	15,499	13,174	79,044.0	5,269.6
FALL 00	15,759	13,395	80,370.0	5,358.0

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